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Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

NMCBP000723
TO THE PARENTS OF:

-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2005-2006 school year



Buckner Elementary School

Lisa Cheek, Principal
1240 Colonels Way
277
Buckner, KY 40010
phone: (502) 222-3712
fax: (502) 222-3713
email: lisa.cheek@oldham.kyschools.us
School Enrollment: 633

Our School Council

Lisa Cheek	Jennifer Graff
Tiffani Pettit	Susan Morrison
John Conway	Amy Babey
Tommie Hargus	

Dear Parents/Guardians: Here is our school’s report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: Buckner Elementary School opened its doors on August 23, 1998. The faculty and administration at Buckner Elementary School believe that our goal is to develop literate, productive, responsible American citizens who retain curiosity and a love of learning. We acknowledge that Buckner Elementary School should help foster an understanding of the individuals responsibility to self and others. We strive to help our children develop into responsible, life-long learners. We accomplish our goals with the help of an experienced professional staff and strong parental support. Our instructional program provides opportunities to develop each child’s emotional and physical skills as well as his or her academic abilities. Therefore, we provide a rigorous academic program in a secure and nurturing environment.

How Our School Ensures Educational Equity: The faculty and staff of BES strive to ensure educational equity for our students. An Individual Learning Goals plan is developed for every student at BES that highlights academic strengths and growth goals for the year. Parents and staff work together to develop plans that include social growth goals as well as home goals. Students identified for special education services have individualized education plans (IEPs) developed to meet their targeted needs. Individual learning plans (ILPs) are developed for students qualifying for services as Gifted and talented. Teachers use a variety of assessments to continually monitor academic progress, design lessons according to student needs, and implement differentiated instruction to match those needs. Through relationships, teachers create safe and engaging learning environments in which every student feels success.

Other Important Information About Our School

State Contest Results: 2002, 2004, and 2006 Kentucky Pacesetter School (Top 5 on achievement on the State Assessment Program.) State Level 5 Recognition level for surpassing 100 on the academic index Spring 2006.

Extracurricular Activities: 4th and 5th grade intramural basketball, cheerleading, and cross-country; 4th and 5th grade Performing Arts Club (chorus and drama); 3rd - 5th grade Student Council; 4th and 5th grade Environmental Club; 4th and 5th grade Governors Cup/Academic Team; 4th and 5th grade Newscast Team; 5th grade Technology Leaders, 4th - 5th grade art club (B.A.G. Buckner Art Guild.) An after-school child care program is available to all students, K - 5.

Awards & Recognitions: National Board Certified Teachers: Angelica Fotos, Fourth Grade teacher, and Deborah Sullivan, Early Primary Teacher. Buckner Elementary School: 1999 Architectural Award of Excellence in Interior Design from American Schools and Universities, 1999 American General Contractors of Kentucky Building Award for Outstanding Public Building.

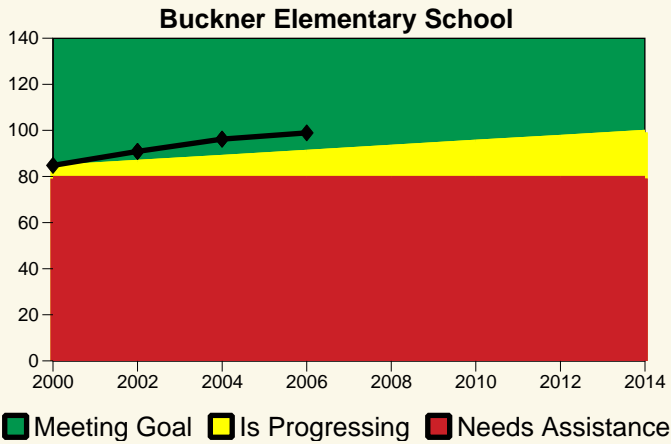
What We are Doing to Improve: The Comprehensive School Improvement Plan outlines specific needs, goals, objectives, and activities to support continual improvement in student achievement. The teachers, administrators, and parents on the CSIP committee, along with the SBDM Council, work together to develop, implement, and monitor strategies that are focused on continual improvement. Daily, instructional practices are analyzed and revised to ensure best practices are in place.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	100	96.32	109	97.65	117	101.82	92	115.86
White	98	97.05	105	97.76	113	102.9	91	116.04
African American	1	NA	2	NA	2	NA	1	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	1	NA	2	NA	1	NA	NA	NA
Free/Red. Lunch	7	NA	8	NA	17	93.64	4	NA
Non-Free/Red. Lunch	93	97.76	101	98.27	100	103.22	88	116.83
Limited English	1	NA	1	NA	NA	NA	NA	NA
Non-Limited English	99	96.89	108	97.63	117	101.82	92	115.86
Disability	9	NA	11	72.64	16	67.25	10	90
No Disability	91	97.86	98	100.46	101	107.31	82	119.02
Male	54	93.45	57	96.69	62	100.04	47	118.72
Female	46	99.7	52	98.71	55	103.84	45	112.87
Students Excluded	NA	NA	NA	NA	NA	NA	NA	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school’s baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	83.9		84.8
2002	86.1	79.1	90.9
2004	88.2	79.1	96.2
2006	90.4	79.1	98.9
2008	92.6	79.1	
2010	94.8	79.1	
2012	96.9	79.1	
2014	99.1	79.1	
Standard Error: 0.9			

How to Get More Information: Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CBTS/5), and other measures of the school's performance,

including attendance, retention and dropout rates.Together these three elements make up a school's CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		4th	4th	5th	5th	4th	4th	5th	5th	5th
Novice	School	2%	4%	8%	1%	2%	4%	1%	8%	3%
	District	4%	5%	10%	6%	2%	5%	8%	11%	5%
	State	11%	10%	25%	19%	7%	9%	19%	25%	15%
Apprentice	School	16%	11%	14%	9%	25%	26%	9%	50%	15%
	District	12%	11%	19%	14%	21%	38%	14%	48%	16%
	State	22%	20%	30%	24%	35%	44%	21%	48%	24%
Proficient\ Distinguished	School	82%	85%	79%	90%	73%	70%	90%	42%	82%
	District	83%	84%	72%	80%	76%	58%	78%	41%	78%
	State	68%	70%	45%	57%	57%	47%	61%	27%	62%
Academic Index	School	96.3	97.7	101.8	115.9	100.4	86.1	104.8	76.6	99.1
	District	99.1	98.8	96.5	104.2	103.3	82.6	100.8	77.2	100.1
	State	87.1	89.4	74.4	83.7	89.1	76.4	86	62.1	84.1

National Norm Referenced Test:The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	EOP	EOP	EOP
School	70%	64%	78%
District	66%	62%	72%
State	58%	54%	65%
Nation	50%	50%	50%

Other Measures: The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate
School	96.8%	0%
District	96.1%	0.9%
State	94.3%	3.3%

Our Learning Enviroment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

Procedures in Place in Our School for Drug and

Weapons Detection: Buckner Elementary adheres to O.C.B.E. policies outlining procedures to address drug and weapon detection. This includes removing any object

from students when a teacher has reason to believe that it may be used to cause harm to person or property. All staff have been trained in emergency procedures and have a copy of the CESafe Schools Plan which delineates responsibility for staff should an emergency arise. Also, the staff is regularly trained in monitoring and security procedures. All visitors must enter the school building through one entrance; they must sign in and are required to wear a name tag. All students receive instruction on healthy life style choices, which includes drug and alcohol abuse resistance and prevention.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$4906	19:1	3.5:1	54%
District	\$6631	17:1	3.5:1	78%
State	\$9252	15:1	3.7:1	66%

How We Use Technology to Teach: All staff and students have access to a fully networked instructional computer system with internet resources and a full range of instructional tools. Technology is used to design and implement instruction on a daily basis as students use technology as an integral part of their educational experience. Each classroom is equipped with a Dell Intelligent classroom system. Students use technology to inquire, explore, and expand their learning regularly. Teachers are able to assess learning and adjust instructional practices immediately to meet the needs of students using student response pads.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	633	68	2	5581

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	4%	3%
Average Years of Teaching Experience	9.4	10.9	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	32.4%	37.8%	29.7%	0%	0%	100%